The Cons of Inclusion
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Inclusion

- The assignment of students with disabilities to regular classrooms in neighborhood schools for the entire school day.
- These children participate in all regular school activities.
- Involves bringing the support services to the child rather than moving the child to the services.
Pros and Cons of Inclusion

Inclusion is a very controversial idea because it relates to educational and social values, as well as our sense of individual worth.
Cons

- Less one-on-one attention
- Child may have difficulty adapting
- Stressful for more medically involved children
- No time allotted for needed naps
- Limited structure accessibility (stairs, ramps, etc.)
- Lack of support systems
- Distractive atmosphere
- Child may be singled out
If the teacher/classroom/school are not well equipped to handle inclusion, it can become stressful for all involved.

- Regular students may become distracted by the constant disruptions.
- Act out themselves because they are seeing the inclusive student is not being disciplined.
- Not receive the attention every student deserves.
At a fundamental skill level some general education teachers are not well prepared for the inclusion of the students with disabilities. Some teachers believe they do not possess necessary preparations to teach students with disabilities.

Many have concerns about the time and effort required to meet the needs of students with disabilities.
Special Education Teachers

Special education teachers show concern about loss of control in the classroom, modified job functions, and possibility that needed resources and supports exceed the availability.

Concerns of co-teaching, roles, styles, philosophy, scheduling planning time, coordinating teacher/student schedules, and obtaining administrative support.
Nine Types of Adaptations

- Size
- Input
- Participation
- Time
- Difficulty
- Alternate
- Level of Support
- Output
- Substitute Curriculum
Nine Types of Adaptations

**Size**
Adapt the number of items that the learner is expected to learn or complete.

*For Example:*
Reduce the number of social studies terms a learner must learn at any one time.

**Input**
Adapt the way instruction is delivered to the learner.

*For Example:*
Use different visual aids, place more concrete examples, provide hands-on activities, place students in cooperative groups.

**Time**
Adapt the time allotted and allowed for learning, task, completion, or testing.

*For Example:*
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

**Level of Support**
Increase the amount of personal assistance with a specific learner.

*For Example:*
Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

**Output**
Adapt how the student can respond to instruction.

*For Example:*
Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.

**Participation**
Adapt the extent to which a learner is actively involved in the task.

*For Example:*
In geography, have a student hold a globe, while the others point out locations.

**Difficulty**
Adapt the skill level, problem type, or the rules on how the learner may approach the work.

*For Example:*
Allow the use of a calculator to figure math problems, simplify task directions, change rules to accommodate learner needs.

**Substitute Curriculum**
Provide different instruction and materials to meet a student's individual goals.

*For Example:*
During a language test, one student is learning computer skills in the computer lab.

**Alternate**
Adapt the goals or outcome expectations while using the same materials.

*For Example:*
In social studies, expect a student to be able to locate just the states while others learn to locate the capitals as well.

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Ideas for Behavior Strategies

- Classrooms need one main rule - respect one another.
- Structure the environment so students are actively engaged and motivated.
- Other common strategies for content area instruction and solving behavior problems include peer tutoring, cooperative learning, and reciprocal teaching.
Other Terms

- **Mainstreaming**

  Assumes that students with disabilities may share the same physical space with those who have no disabilities only when they are able to do the same activities as everyone else with minimal modifications.
Integration

Students with disabilities ought to be desegregated from “pull-out” programs, self-contained classrooms, special schools, or institutions, and integrated into the realm of regular classrooms (primarily a legal term).
Full Inclusion
No alternative classroom, student remains in regular education classroom

CHOICE
MAINSTREAMING:

Assumes that students with disabilities may share the same physical space (classroom, playground, etc.) with those who have no disabilities only when they are able to do the same activities as everyone else with minimal modifications. Further, the primary responsibility for these students’ education remains with their special education teacher. The term has also been generally used to refer to the selective placement of special education students in one or more “regular” education classes...[Mainstreaming generally assumes] that a student must “earn” his or her opportunity to be mainstreamed through the ability to “keep up” with the work assigned by the teacher to the other students in the class.

INTEGRATION:

The term is a carry-over from the civil rights/racial desegregation legislation of the 1960s and before. Consequently, integration is primarily a legal term. It brings a greater implication than simply the physical blending of different ethnicities on a bus, at a workplace, or in a classroom.

Just as in racial desegregation, the term “integration,” as used by special educators, conveys the idea that students with disabilities ought to be desegregated from “pull-out” programs, self-contained classrooms, special schools, or institutions into the realm of regular classrooms.

INCLUSION:

The term is more values oriented in comparison to the term integration (the legal counterpart). “The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings and friends” (Erwin, 1993, p.1). This means a commitment to move needed services and resources to the child with a disability rather than to place the child in a more removed or segregated setting where services and resources are located.

An inclusive education program allows daily and/or weekly time in the school schedule for regular and specials educators to collaborate. It seeks to expand the capacity of regular educators to be able to teach a wider array of children, including those with various disabilities, and to expand the roles of special educators as consultants as well as teachers. Also, in contrast to mainstreaming, the primary responsibility for the education of students with disabilities in inclusive environments rests with the regular classroom teacher rather than the special education teacher.
Many use inclusion and full inclusion interchangeably, while others make distinctions. Those who advocate for full inclusion believe “that instructional practices and technological supports are presently in the available to accommodate all students in the schools and classrooms they would otherwise attend if not disable” (Rogers, 1993, p.2). Consequently, according to full inclusion advocates, it is very seldom, if ever, appropriate for a special education student to be outside the mainstream classroom setting.

On the other hand, there are inclusion supporters who believe that numerous intervening variables make such an “absolutist” stand to be dangerous and irresponsible. According to them, the unique nature of individual disabilities, the school context, the capacity of teachers in terms of training and experience, and the availability of resources should all be taken into consideration before determining appropriate placement.

http://www.sedl.org/change/issues/issues43.html

If you have time check out these websites they are parent, student, and teacher friendly

http://websrv02.kidshealth.org/kid/feeling/school/mainstreaming.html

(This site discusses mainstreaming and other concerns of the classroom. It is fun to look at and child friendly. “KidsHealth is devoted to providing the latest health information for parents, kids, and teens. Created by the medical experts of The Nemours Foundation, the Alfred I. duPont Hospital for Children in the Philadelphia/Wilmington, Delaware, area, the Nemours Children's Clinics throughout Florida, and other children's health facilities nationwide, KidsHealth is constantly adding new content and features. Visit KidsHealth at http://KidsHealth.org”)

http://www.circleofinclusion.org/

(This site offers materials for teachers as well as teaching strategies. Thumbs up! It is visually appealing and corresponds with IDEA. It is a good site to just browse in to get some ideas.)

As always there is a lot of junk on the internet so try to stick to the .org and .gov websites – they seem to be the most factual!
Quick Summary of Terms

**MAINSTREAMING** – generally refers to the physical placement of students with disabilities with their non-disabled peers. The assumption is that their disabilities are able to be accommodated with relatively minimal modifications.

**INTEGRATION** – is primarily a legal term connoting the actual assimilation of different groups together (disabled and non-disabled), rather than just the facilitation of physical proximity. This may require more than minor modifications.

**INCLUSION** – is the more popular educational term referring to the move to educate all children, the greatest possible extent, together in a regular classroom setting. It differs from full inclusion in that it also allows alternatives other than the regular classroom when more restrictive alternatives are deemed to be more appropriate.

**FULL INCLUSION** – allows a student to be in the regular education classroom only (there are no other options).

http://www.sedl.org/change/issues/issues43.html
Last Thoughts

- This is a highly controversial topic.
- Practices and policies differ from school to school.
- Be sure to know your beliefs and investigate any districts you are interested in before making any commitments!
Works Cited


